**Sample Assessment Outline**

Food Science and Technology

Preliminary Unit 3 and Unit 4

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# Sample assessment outline

# Food Science and Technology – Preliminary

## Unit 3 – Food for family

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment task** | **Notional**  **due date** | **Unit outcome:** Recognise the nature and operation of simple  food-related systems | **Unit outcome:** Plan and create ideas and  prepare family meals | **Unit outcome:** Produce food products,  services or systems | **Unit outcome:** Apply operational procedures and practical skills to safely meet defined standards | **Unit outcome:** Apply self-management and communication skills in  food-related environments | **Unit outcome:** Recognise that beliefs and values of consumers impact on  food-related technologies |
| **Task 1:** Nutritious meals  Follow recipe instructions to plan and prepare simple nutritious meals. Consider the nutrient content of the meals for good health and modify recipes for improved nutrient value and portion control. Interpret terminology used in recipes. | Semester 1  Week 4 |  | **✓** |  |  |  |  |
| **Task 2:** Two-course meal  Use cooking appliances confidently, including gas ignition to produce a two-course meal. Consider simple food presentation techniques. Implement safe kitchen practices and systems to organise work areas, handle raw ingredients and implement clean-up procedures. | Semester 1  Week 7 | **✓** |  | **✓** |  |  |  |
| **Task 3:** Food for the family  Investigate factors influencing food choices for family meals, such as cost, season and dietary needs. Modify recipes to extend quantities suitable for family size. Complete a food order of the necessary ingredients for a family meal. | Semester 1  Week 11 |  | **✓** |  |  |  | **✓** |
| **Task 4:** Invite the family  Develop food service and operational systems, including food safety principles to prepare a meal for a combined family function. Apply self-management, organisational and interpersonal skills, and work cooperatively to prepare for the special occasion. | Semester 1  Week 14 |  |  | **✓** | **✓** | **✓** |  |

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| **SAMPLE PLANNING CHECKLIST  Food Science and Technology**  **Preliminary Unit 3**  (✓ = Unit content covered) | **Task 1**  Nutritious meals | **Task 2**  Two-course meal | **Task 3**  Food for the family | **Task 4**  Invite the family |
| **Nature of food** | | | | |
| **Food as a commodity** | | | | |
| availability and variety of raw food in the local market \* |  |  |  |  |
| **Properties of food** | | | | |
| physical properties of food \* |  |  |  |  |
| **Nutrition** | | | | |
| nutrients required for good health | ✓ |  |  |  |
| role of water for good health | ✓ |  |  |  |
| nutritional information on food packages | ✓ |  |  |  |
| nutritional intake | ✓ |  |  |  |
| **Processing food** | | | | |
| **Food products and processing systems** | | | | |
| kitchen practices |  | ✓ |  |  |
| interpret cooking terminology used in recipes | ✓ |  |  |  |
| modify/adapt recipes | ✓ |  | ✓ |  |
| simple family meals | ✓ | ✓ | ✓ | ✓ |
| selection of suitable preparation equipment for different tasks |  | ✓ | ✓ |  |
| use of cooking appliances |  | ✓ |  |  |
| simple food presentation skills |  | ✓ |  |  |
| organisational/interpersonal skills |  |  |  | ✓ |
| **Food in society** | | | | |
| **Food issues** | | | | |
| factors influencing food choices for family meals |  |  | ✓ |  |
| experiencing new foods |  |  | ✓ |  |
| **Hygiene and safety** | | | | |
| personal hygiene practices |  |  |  | ✓ |
| personal safety |  | ✓ |  |  |
| food safety |  |  |  | ✓ |
|  | | | | | |

\* Content engaged with, but not a direct focus of the task

# Sample assessment outline

# Food Science and Technology – Preliminary

# Unit 4 – Food to share

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment task** | **Notional**  **due date** | **Unit outcome:** Identify the properties of foods and related equipment used to meet needs | **Unit outcome:** Devise and generate ideas and prepare production proposals | **Unit outcome:** Organise, implement and manage production processes in  food‐related environments | **Unit outcome:** Produce food products, services or systems | **Unit outcome:** Evaluate plans  and results | **Unit outcome:** Apply self‐management and communication skills in  food‐related environments |
| **Task 5:** Local food  Investigate the availability and variety of foods in the local market. Consider raw and processed food for their sensory properties. Implement effective kitchen and personal hygiene practices to prepare and produce food products made from local ingredients. | Semester 2  Week 3 | **✓** |  |  |  | **✓** |  |
| **Task 6:** Food for the fete  Based on a food selection model, select food suitable to produce and sell at the school fete. Work in teams and implement an assembly line for food production. | Semester 2  Week 9 |  |  | **✓** | **✓** |  |  |
| **Task 7:** Celebration - planning  Generate ideas for a class celebration. Plan suitable menus with food orders, table setting and time management considerations. Allocate tasks, group and individual roles and responsibilities. Identify possible food safety issues to consider. | Semester 2  Week 13 |  | **✓** |  |  |  |  |
| **Task 8:** Celebration – production and service  Review the coordination of processing tasks and service for the celebration meal. Include how self-management, communication and leadership skills contributed to the process. Evaluate the planning process and the food served. | Semester 2  Week 16 |  |  |  |  | **✓** | **✓** |

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| **SAMPLE PLANNING CHECKLIST  Food Science and Technology**  **Preliminary Unit 4**  (✓ = Unit content covered) | **Task 5**  Local food | **Task 6**  Food for the fete | **Task 7**  Celebration  – planning | **Task 8**  Celebration  – production and service |
| **Nature of food** | | | | |
| **Food as a commodity** | | | | |
| availability and variety of food in the local market | ✓ |  |  |  |
| classification of food | ✓ |  |  |  |
| **Properties of food** | | | | |
| sensory properties of food | ✓ |  |  |  |
| physical properties of food | ✓ |  |  |  |
| **Nutrition** | | | | |
| importance of a balanced diet and the consumption of a variety of food for health |  | ✓ |  |  |
| nutritional intake |  | ✓ |  |  |
| food selection model/s |  | ✓ |  |  |
| **Processing food** | | | | |
| **Food products and processing systems** | | | | |
| kitchen practices | ✓ |  |  |  |
| modify/adapt recipes |  | ✓ | ✓ |  |
| food to share |  | ✓ | ✓ | ✓ |
| time management skills |  |  | ✓ | ✓ |
| selection and use of suitable equipment/appliances |  |  | ✓ | ✓ |
| simple food presentation skills |  | ✓ | ✓ | ✓ |
| organisational/interpersonal skills |  |  | ✓ | ✓ |
| **Food in society** | | | | |
| **Food issues** | | | | |
| factors influencing food choices when planning food to share \* |  |  |  |  |
| **Hygiene and safety** | | | | |
| personal hygiene practices | ✓ |  |  | ✓ |
| personal safety |  | ✓ |  | ✓ |
| food safety |  | ✓ | ✓ | ✓ |

\* Content engaged with, but not a direct focus of the task